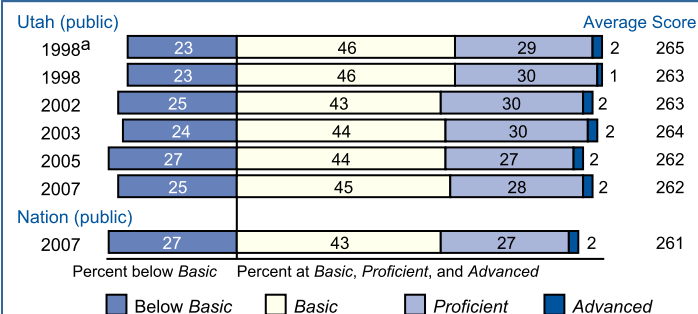


The National Assessment of Educational Progress (NAEP) assesses reading in three content areas in grade 8: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Utah

- In 2007, the average scale score for eighth-grade students in Utah was 262. This was not significantly different from their average score in 2005 (262) and was not significantly different from their average score in 1998 (263).¹
- Utah's average score (262) in 2007 was not significantly different from that of the nation's public schools (261).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Utah was higher than those in 17 jurisdictions, not significantly different from those in 14 jurisdictions, and lower than those in 20 jurisdictions.²
- The percentage of students in Utah who performed at or above the NAEP *Proficient* level was 30 percent in 2007. This percentage was not significantly different from that in 2005 (29 percent) and was not significantly different from that in 1998 (31 percent).
- The percentage of students in Utah who performed at or above the NAEP *Basic* level was 75 percent in 2007. This percentage was not significantly different from that in 2005 (73 percent) and was not significantly different from that in 1998 (77 percent).

Percentages at NAEP Achievement Levels and Average Score



^a Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 8 reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

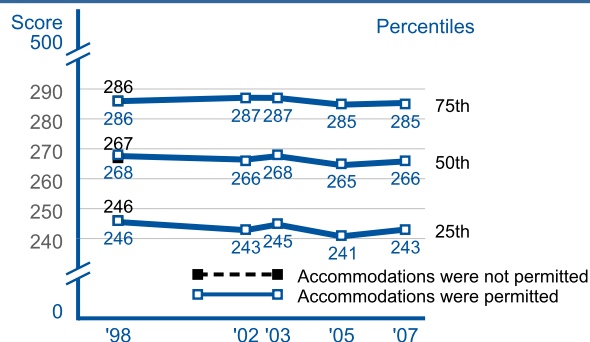
Performance of NAEP Reporting Groups in Utah: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	51 ↑	258	29	71	26	1
Female	49 ↓	267	21	79	35	3
White	81	266	21	79	33	2
Black	1 ‡	‡	‡	‡	‡	‡
Hispanic	13 ↑	242	47	53	12	#
Asian/Pacific Islander	4	261	27	73	30	2
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	32	252	36	64	21	1
Not eligible for National School Lunch Program	67	267	20	80	34	2

Average Score Gaps Between Selected Groups

- In 2007, male students in Utah had an average score that was lower than that of female students by 9 points. In 1998, the average score for male students was lower than that of female students by 9 points.
- Data are not reported for Black students in 2007, because reporting standards were not met. Therefore, the performance gap results are not reported.
- In 2007, Hispanic students had an average score that was lower than that of White students by 24 points. In 1998, the average score for Hispanic students was lower than that of White students by 21 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 15 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 20 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 42 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 40 points.

Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2007.

↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Utah were 4 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.

² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.